

HIGH SCHOOL AND BEYOND

USER'S MANUAL

FOR

TEACHER

COMMENT

FILE .

PREPARED

BY

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LONGITUDINAL STUDIES BRANCH

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## CONTENTS

	Page
I. INTRODUCTION . . . . .	1
II. DATA COLLECTION PROCEDURES . . . . .	1
III. DESCRIPTION OF THE FORMS . . . . .	1
IV. REPRESENTATIVENESS OF SAMPLE . . . . .	2
V. CREATION OF DATA FILES . . . . .	3
VI. ORGANIZATION AND CONTENT OF THE DATA FILES . . . . .	3
VII. BACKGROUNDS OF THE TEACHERS (Sophomore TCF only) . . . . .	4
VIII. WORKING WITH TCF DATA . . . . .	4
Merging files . . . . .	4
Adding students . . . . .	5
IX. GUIDE TO THE CODEBOOK . . . . .	6
X. CODEBOOK . . . . .	7
Count of Schools, Teachers, and Students . . . . .	8



## I.

### HIGH SCHOOL AND BEYOND: USERS' MANUAL FOR THE TEACHERS' COMMENTS FILE

#### INTRODUCTION

High School and Beyond (HS&B), is NCES's national longitudinal study of the high school sophomores and seniors of 1980. As one component of the base year data collection, teachers were asked to fill out a short questionnaire concerning those HS&B students whom they had taught during the 1979-80 school year. This manual describes the structure and use of the Teachers' Comments (data) Files that resulted from that data collection.

## II.

#### DATA COLLECTION PROCEDURES

In each of the 1,015 schools participating in HS&B, a school official was appointed as HS&B coordinator. Each coordinator was asked to distribute to each teacher in the school a packet consisting of: a Teacher's Comment Form - Sophomore Students, a Teacher's Comment Form - Senior Students, a cover letter, and a return envelope (postage paid and pre-addressed). Coordinators were further directed to distribute a reminder note to each teacher about one week after initial forms distribution. Completed forms were mailed directly back to the contractor, the National Opinion Research Center (NORC), by the teachers themselves.

## III.

#### DESCRIPTION OF THE FORMS

The forms sent to the schools listed the names of all HS&B sophomores (or seniors) who were attending that school. With respect to each name, teachers were directed to indicate: (1) whether they knew this student, (2) whether they knew a parent of this student, and (3) whether they had had the student in class since September 1979. Teachers were asked to answer seven additional questions, about each designated student, only if they had answered yes to the question about having had that student in class. (Some respondents did not follow this instruction; these and other inconsistent responses were coded as 8's on the file.)

Questions 4 - 10 on both the sophomore and the senior form solicited the teachers' opinions about the student. They were to mark Yes, No, or Don't know with respect to the following statements:

- (4) will probably go to college
- (5) is working up to potential
- (6) seems popular with others
- (7) has talked with me outside of class about school work or plans
- (8) seems to like school
- (9) has the kind of self-discipline to hold a job
- (10) has or may have a physical or emotional handicap that is affecting his or her school work.





The sophomore (but not the senior) form included four questions concerning the teacher: subjects currently taught, maximum and minimum proportion of class time devoted to maintaining order, teacher's sex and race.

The forms were filled out with complete anonymity. NORC assigned each completed form, a record identification number which, when combined with the school ID number, created a unique number for each school - teacher - form combination.

Because teachers could have filled out either one or both of the two forms, separate sophomore and senior files have been created. Undoubtedly many, if not most, of the teachers who filled out a sophomore form also filled out a senior form; however, it is not possible to link the two forms filled out by a single teacher.

#### IV.

#### REPRESENTATIVENESS OF THE SAMPLE

A total of 67,000 packets were distributed. 19,287 sophomore forms and 19,337 senior forms were returned. No meaningful response rate can be calculated from these figures, however, because since we do not know the total number of teachers who had actually taught HS&B students and therefore should have filled out the forms.

Response rates per school varied greatly - ranging from zero to 100 percent. One or more forms were returned from 616 of the 1,001 schools that had sophomores in attendance and from 611 of the 992 schools that had seniors in attendance. Overall 62 percent of the 1,001 schools in the sample were represented among the forms that were returned.

The schools and students who provided data for the Teacher's Comments Files (TCF) cannot be regarded as random subsamples of the full HS&B samples. There is substantial non representativeness by geographic region, school type, and student's race-ethnicity. Preliminary analyses indicate that the TCF sample has about a 20 percent under representation with respect to: schools in the West, alternative schools, Hispanic 1/ public schools, and Hispanic students. A small but statistically significant nonrepresentativeness also exists with respect to: sex, high school program, SES, and achievement test scores. Females, academic program students, high and middle SES students, and high and middle achievement test scores are over-represented by 2 to 4 percent in the TCF sample.

The extent to which the TCF data from a given school adequately represent that school also varies considerably. The average number of teacher reports per student was highest in the North Central region (4.6 for sophomores) and lowest in the West (3.3 for sophomores).

The more teachers who provided information on a given student, the more favorable the ratings tended to be. This tendency was greatest for the item "will probably go to college". For seniors, the probability of a favorable rating on this item increased steadily from .54 for students assessed by only one teacher to .71 for students assessed by six teachers.

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1/ A Hispanic school is defined as one in which 30 percent or more of the students are Hispanic.





## V.

### CREATION OF DATA FILES

#### Coding and Data Entry

TCF forms were optically scanned. Files were cleaned by checking ranges on individual items.

Teachers' comments on individual students were included in the TCF files (separate files for sophomores and seniors) if the following criteria were met: (1) the student about whom the comment was made was in fact a member of the HS&B base-year sample (i.e. had completed a Student Questionnaire); (2) the teacher did not respond "No" to TCF item 3 (Have you had the student in your class since September 1979?), and (3) the teacher answered "Yes", "No", or "Don't Know" to at least one of the seven TCF questions about the student.

#### Missing Data Codes

To facilitate comparisons, the TCF file uses the same codes for indicating missing data as were used in the Student file. Specifically, for variables with single column data fields, the missing data code is "8". For variables requiring two-column data fields, the missing data code is "98".

## VI.

### ORGANIZATION AND CONTENT OF THE DATA FILES

#### General

The TCF file for sophomores consists of 76,500 records and that for seniors, 67,053 records. Since so few variables are involved, the codebook was not put on the computer tape but is provided as Section X of this user's manual.

A control card file containing both SPSS and SAS card images will be on the TCF data tape as File 3. The user can edit this file to create either a SAS or SPSS system file.

The actual tape layout is as follows:

File Number	File	BLKSIZE	LRECL	RECFM
1	Sophomore Teacher File	7400	37	FB
2	Senior Teacher File	7600	19	FB
3	SPSS and SAS File	4000	80	FB

Each record in the two files (sophomore and senior) includes the following variables, which are grouped by type and positioned in the order listed:

- (1) identification codes
- (2) teachers' comments on students
- (3) teacher characteristics (sophomore file only).



## Identification Codes

The first variable on the file is a four-digit school code (SCHOOLID). Next is a two-digit student code (STUDENTID) which when used with SCHOOLID forms a unique code for identifying individual student records. Following SCHOOLID and STUDENTID is the two-digit teacher code (TEACHID). Like STUDENTID, TEACHID can be combined with SCHOOLID to form an unique teacher identification code.

A single student may have one or more separate records on these files depending on the number of teachers who provided usable reports on him/her. Similarly, a given teacher can be represented more than once if he or she provided usable reports on more than one student.

## Teachers' Comments on Students

Both the Sophomore and the Senior files contain the same 10 questions about the teachers' observations and impressions of students.

## Teacher Characteristics (sophomore file only)

The Sophomore TCF asks the teacher to provide background information about him/herself. Seventeen variables make up this portion of each record on the Sophomore file.

## VII.

### BACKGROUNDS OF TEACHERS (SOPHOMORE TCF only)

Subject(s) taught. About 79 percent of the teachers taught only one subject, 18 percent two subjects, and 3 percent taught three or more subjects.

Time devoted to maintaining order. With their best behaved groups, only 11 percent of the teachers reported spending at least 10 percent of class time maintaining order. This increased to 59 percent of teachers for their worst behaved groups.

Sex. The teachers were almost evenly divided by sex.

Race-ethnicity. The vast majority of the teachers were non-Hispanic white (90 percent vs. only 73 percent of the students), 6 percent were black (vs. 13 percent of the students); and 2 percent were Hispanic (vs. 9 percent of the students).

## VIII.

### WORKING WITH TCF DATA

Both the sophomore and the senior TCF files are organized by school and within schools, by student. All records on a given student are together on the files.

## Merging Files

The TCF files can easily be merged with other HS&B files. When doing so, it is suggested that the variables SCHOOLID and STUDENTID be used. The researcher will



then be able to take variables from other HS&B files (e.g., Student, Language, or Parent) and merge them with individual student records on the TCF files.

Once the merges have been completed, sorting by TEACHID within SCHOOLID can be carried out if it is desired that all responses from each individual teacher be grouped.

Adding students (from TCF schools 1/) on whom no usable reports were received

For special analyses, the researchers may want to examine information on those HS&B students who attended TCF schools but on whom no usable reports were received. These data, which are not included on the TCF files, can be obtained by merging SCHOOLID information from the TCF files with the HS&B Student file. The following steps outline this process.

- (1) Identify those schools (approximately 600) that are represented on the TCF files and create a file containing the variable SCHOOLID for these schools. Merge this file with the HS&B Student File (by SCHOOLID) and keep those individual cases that attended TCF schools.
- (2) Merge this new file (HS&B Students attending TCF schools) with original TCF file by SCHOOLID and STUDNTID. Create a new variable that flags cases that have complete TCF data. Those cases with incomplete TCF data will be the HS&B Students, within TCF Schools, on whom no usable teacher reports were received. The following example, written in SAS, illustrates the above process:

```
DATA SCHOOL;
SET IN01.TCF(KEEP=SCHOOLID);
  BY SCHOOLID;
IF LAST.SCHOOLID;
COMMENT THE ABOVE STATEMENTS CREATE A FILE CONTAINING ONE RECORD PER TCF
SCHOOL;
DATA STUDENT;
SET IN02.HSBSTUD(KEEP=SCHOOLID STUDNTID plus any other variables desired for
analyses);
COMMENT THIS DATA STEP CREATES A FILE CONTAINING VARIABLES FROM HS&B STUDENT
FILE;
DATA INSCHOOL;
MERGE SCHOOL (IN=IN1) STUDENT;
  BY SCHOOLID;
IF IN1;
COMMENT THIS DATA STEP CREATES A FILE CONTAINING ALL HS&B STUDENTS WHO ATTENDED
TCF SCHOOLS;
DATA FLAGTCF;
MERGE INSCHOOL IN01.TCF(IN=IN2);
  BY SCHOOLID STUDNTID;
FLAGTCF = IN2;
COMMENT THIS DATA STEP CREATES A FILE CONTAINING ALL TCF (FLAGGED) STUDENTS
MERGED WITH HS&B STUDENT DATA;
```

1/ All schools that supplied any usable reports are called TCF schools.





## IX.

### GUIDE TO THE TCF CODEBOOK

The TCF Codebook provides information about the two TCF files to aid the user in working with the data. For each questionnaire item, a variable label and the response categories are printed along with the frequency count for the total teacher observation-of-sophomore and teacher observation-of-senior samples. A description of the contents of the codebook follows. The following information is given for each item.

#### Variable Identifier

The variable identifier is a three-part descriptor that indicates (1) whether the item appears on the Sophomore form only or on both forms, (2) the year the data were collected, and (3) the item number.

- A. The first two characters (left-justified) indicate the source of the item:

TY = Sophomore form only (Y = Younger)

TB = Common to both the Sophomore and the Senior forms (B = Both)

- B. The third character indicates the year the data were collected. For the base year the code is "B".

- C. Characters 4 through 5 indicate the item number on the Teacher Comment Form.

#### Variable Label

A short label appears after the variable identifier.

#### Tape Position

For each item in each of the two files, the corresponding tape position is given.

#### Response Categories and Frequency Counts

Unweighted frequency counts are presented for each variable in the two files. This section of the codebook is self-explanatory and is similar in layout to standard SPSS or SAS frequency tables.



**I.**

**TEACHER COMMENT FORM FILE  
CODEBOOK**





Table 1 - Count of Schools, Teachers, and students represented on TCF files.

	<u>SOPHOMORES*</u>	<u>SENIORS**</u>
Schools	616	611
Teachers	14103	13683
Students	18291	17056

\* 76,560 sophomores observations

\*\* 67,053 senior observations



SCHOOLID      FOUR DIGIT SCHOOL ID

TAPE POS. 1-4

This four-digit school identification number is a unique random number assigned to each school.

Category Label	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
(ALL-NUMERIC 4 DIGIT CODE)	None	all	67053	76560

STUDNTID      TWO DIGIT STUDENT ID

TAPE POS. 5-6

This two-digit number identifies respondents within a school. Senior numbers are always between 51 and 99; Sophomore numbers are always between 1 and 50.

Category Label	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
(ALL-NUMERIC 2 DIGIT CODE)	None	all	67053	76560

TEACHID      THREE DIGIT TEACHER ID

TAPE POS. 7-9

This three-digit number identifies teachers within a school. It should be understood by the researcher that although both a senior and a sophomore teacher in the same school may have the same ID number, it does not necessarily mean that it is the same teacher. The Teacher ID can be combined with School ID to form unique teacher IDs for senior and sophomore teachers within a school.

Category Label	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
(ALL-NUMERIC 3 DIGIT CODE)	None	all	67053	76560



## TBB01 KNOW STUDENT

TAPE POS. 10

Do you know this student?

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	65696	74821 -
No	No	2	778	1079
Missing Data	Missing	8	579	660
			<u>67053</u>	<u>76560</u>

## TBB02 KNOW PARENT

TAPE POS. 11

Do you know a parent of this student?

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	18192	17630
No	No	2	47242	57343
Missing Data	Missing	8	1620	1587
			<u>67053</u>	<u>76560</u>

## TBB03 HAD STUDENT IN CLASS

TAPE POS. 12

Have you had the student in class since September 1979?

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	65139	74505
No	No	2	0	0
Missing Data	Missing	8	1914	2055
			<u>67053</u>	<u>76560</u>

For Questions TBB04 - TBB10, the teacher was given the following instruction:  
IF YES TO 3: PLEASE INDICATE WHETHER THIS STUDENT (IN YOUR OPINION):

## TBB04 WILL PROBABLY GO TO COLLEGE

TAPE POS. 13

This student will probably go to college.

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	36464	31468
No	No	2	19927	26998
Don't know	Don't know	3	9813	17112
-Missing Data	Missing	8	849	982
			<u>67053</u>	<u>76560</u>





TBB05 IS WORKING UP TO POTENTIAL

TAPE POS. 14

This student is working up to potential.

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	36273	36475
No	No	2	25495	32811
Don't know	Don't know	3	4225	6073
Missing Data	Missing	8	1060	1201
			<u>67053</u>	<u>76560</u>

TBB06 SEEMS POPULAR WITH OTHERS

TAPE POS. 15

This student seems popular with others.

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	50816	53531
No	No	2	7499	10497
Don't know	Don't know	3	7541	11118
Missing Data	Missing	8	1197	1414
			<u>67053</u>	<u>76560</u>

TBB07 TALKED TO ME OUTSIDE CLASS

TAPE POS. 16

This student has talked to me outside of class about school work or plans.

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	29020	19851
No	No	2	36042	54210
Don't know	Don't know	3	670	965
Missing Data	Missing	8	1321	1534
			<u>67053</u>	<u>76560</u>

TBB08 SEEMS TO DISLIKE SCHOOL

TAPE POS. 17

This student seems to dislike school.

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	10558	13586
No	No	2	49724	53480
Don't know	Don't know	3	5369	7873
Missing Data	Missing	8	1402	1621
			<u>67053</u>	<u>76560</u>



## TBB09 SELF-DISCIPLINE TO HOLD A JOB

TAPE POS. 18

This student has the kind of self-discipline to hold a job.

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	50756	50611
No	No	2	6656	11362
Don't know	Don't know	3	8225	12923
Missing Data	Missing	8	1416	1664
			<u>67053</u>	<u>76560</u>

## TBB10 PHYSICAL OR EMOTIONAL HANDICAP

TAPE POS. 19

This student has or may have a physical or emotional handicap that is affecting his or her school work.

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	4725	6703
No	No	2	51443	54643
Don't know	Don't know	3	9256	13297
Missing Data	Missing	8	1629	1917
			<u>67053</u>	<u>76560</u>

SENIOR FILE ENDS.





FOR QUESTIONS TYB11A - TYB11M, The teacher was asked to mark all subjects that he/she had taught since September 1979 in the present school.(SOPHOMORES ONLY)

TYB11A ENGLISH

TAPE POS. 20

Taught English this year.

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	-	10663
No Response	No. Resp.	8	-	65897
				<u>76560</u>

TYB11B ART

TAPE POS. 21

Taught art and/or music this year.

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	-	2667
No Response	No Resp.	8	-	73893
				<u>76560</u>

TYB11C HISTORY

TAPE POS. 22

Taught history and/or geography this year.

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	-	5992
No Response	No Resp.	8	-	70568
				<u>76560</u>

TYB11D HOME ECONOMICS

TAPE POS. 23

Taught home economics this year.

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	-	1562
No Response	No Resp.	8	-	74998
				<u>76560</u>



TYB11E CHEMISTRY

TAPE POS. 24

Taught chemistry and/or physics this year.

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	-	1854
No Response	No Resp.	8	-	74706
				<u>76560</u>

TYB11F BIOLOGY

TAPE POS. 25

Taught biology, and/or botany, and/or zoology this year.

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	-	5539
No Response	No Resp.	8	-	71021
				<u>76560</u>

TYB11G LANGUAGES

TAPE POS. 26

Taught Languages this year.

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	-	3269
No Response	No Resp.	8	-	73291
				<u>76560</u>

TYB11H HEALTH

TAPE POS. 27

Taught health and/or physical education this year.

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	-	8675
No Response	No Resp.	8	-	67885
				<u>76560</u>



**TYB11I INDUSTRIAL**
**TAPE POS. 28**
**Taught industrial, and/or technical, and/or trade this year.**

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	-	2159
No Response	No Resp.	8	-	74401
				<u>76560</u>

**TYB11J MATHEMATICS**
**TAPE POS. 29**
**Taught mathematics this year.**

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	-	8233
No Response	No Resp.	8	-	68327
				<u>76560</u>

**TYB11K BUSINESS**
**TAPE POS. 30**
**Taught distributive education, and/or business, and/or office this year.**

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	-	3718
No Response	No Resp.	8	-	72842
				<u>76560</u>

**TYB11L SOCIAL SCIENCES**
**TAPE POS. 31**
**Taught social sciences this year.**

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	-	3466
No Response	No Resp.	8	-	73094
				<u>76560</u>



Taught other classes this year.

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Yes	Yes	1	-	7061
No Response	No Resp.	8	-	69499
				<u>76560</u>

FOR QUESTIONS TYB12A - TY12B: THE TEACHER WAS INSTRUCTED TO: PLEASE THINK ABOUT THE CLASSES YOU HAD LAST SEMESTER.

## TYP12A BEST BEHAVED

TAPE POS. 33

For the best behaved group that you taught last semester, on the average about what proportion of every class meeting did you have to devote to maintaining order?

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Almost None	None	1	-	34410
About 5 percent	Five	2	-	12843
About 10 percent	Ten	3	-	3642
About 20 percent	Twenty	4	-	877
30 Percent or More	Plus 30	5	-	659
Missing Data	Missing	8	-	24129
				<u>76560</u>

## TYB12B WORST BEHAVED

TAPE POS. 34

For the group with the most behavior problems that you had last semester, about what proportion of every class meeting did you devote to maintaining order with that group/class?

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Almost None	None	1	-	7666
About 5 percent	Five	2	-	15026
About 10 percent	Ten	3	-	12567
About 20 percent	Twenty	4	-	9105
30 Percent or More	Plus 30	5	-	8234
Missing Data	Missing	8	-	23962
				<u>76560</u>





**TYB13C SEX**
**TAPE POS. 35**
**Are you:**

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
Female	Female	1	-	26260
Male	Male	2	-	26698
Missing Data	Missing	8	-	23602
				<u>76560</u>

**TYB14 ORIGIN**
**TAPE POS. 36-37**
**Are You:**

<u>RESPONSES</u>	<u>LABELS</u>	<u>CODES</u>	<u>SENIORS</u>	<u>SOPHOMORES</u>
American Indian or Alaskan Native	AMERIND	1	-	390
Asian Native or Pacific Islander	ASIAN	2	-	271
Hispanic - of Spanish or Latin American origin such as:				
Mexican, Mexican-American, Chicano	MEXICAN	3	-	495
Cuban, Cubano	CUBAN	4	-	133
Puerto Rican, Puertoriqueno, Boricua	PUERTO	5	-	67
Other Latin American, Latino, Hispano, or Spanish descent	LATIN	6	-	226
Black, not of Hispanic origin	BLACK	7	-	2805
White, not of Hispanic origin	WHITE	8	-	47902
Missing data	MISSING	98	-	24271
				<u>76560</u>

